SPECIMEN

General Certificate of Secondary Education

Media Studies

Unit B322 Textual Analysis and Media Topic (Print)

Specimen Paper

B323

Time: 1 hour 45 minutes

Candidates answer on the question paper.
Additional materials:
Magazine extract

Candidate Forename

Candidate Surname

Centre Number

Candidate Number

INSTRUCTIONS TO CANDIDATES

* Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
* Use blue or black ink. Pencil may be used for graphs and diagrams only.
* Read each answer carefully and make sure you know what you have to do before starting your answer.
* Answer **all** the questions in Section A and Section B .
* Do not write in the bar codes.
* Do not write outside the box bordering each page.

INFORMATION FOR CANDIDATES

* The number of marks for each question is given in brackets [ ] at the end of each question or part question.
* The total number of marks for this paper is 80.
* Section A is marked out of 50, Section B out of 30.
* The quality of written communication will be taken into account when assessing your work

FOR EXAMINER'S USE	
1	
2	
3	
4a	
4b	
TOTAL	

This document consists of **2** printed pages.

[Turn over

Section A

The extract is the front page, editor's letter page and two contents pages from the magazine **'Red'** (Hachette Filipacchi UK Ltd, January 2008).

ADVICE TO CANDIDATES

You have thirty minutes to read the questions, study the extract and make notes.

Answer these first three questions using examples from the extract.

1 Give **two** ways in which the extract fits the genre of lifestyle magazines. **[10]**

2 Give **one** example of **each** of the following and explain how it is used in the extract to create effect:

- Layout

- Typography

- Use of language

- Use of images **[20]**

3 Discuss how people **and/or** femininity are represented in the extract. **[20]**

Total [50]

Section B

Answer this question using Television and/or Radio Comedy programmes you have studied.

4 Pick **two** TV or radio comedies you have studied.

 (a) Discuss why they were scheduled:

- On the channels that chose them

- On the days and times they were transmitted. **[15]**

 (b) Show how these two programmes offer their audiences different pleasures. **[15]**

Total [30]

Paper Total [80]

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

MEDIA STUDIES

Unit B323: Textual Analysis and Media Topic (Print)

Specimen Mark Scheme

The maximum mark for this paper is [80].

The maximum mark for this paper is 80

The unit is marked out of a total of 80.

The purpose of this unit is to assess candidates' ability to:

Recall, select and communicate their knowledge and understanding of media products and the contexts in which they are produced and consumed (AO1)

Analyse and respond to media texts/topics using media key concepts and appropriate terminology (AO2)

The overall distribution of assessment objectives for this unit is 40% AO1 and 60% AO2. These are broken down by question as follows:

Q1	**5 marks** AO1	knowledge of generic conventions
	10 marks AO2	textual analysis
Q2	**20 marks** AO2	textual analysis
Q3	**5 marks** AO1	knowledge of representation issues: (e.g stereotyping, access/exclusion)
	10 marks AO2	textual analysis
Q4	**22 marks** AO1	knowledge and understanding of TV or radio comedy texts, TV or radio channels and scheduling, and audience pleasures
	8 marks AO2	textual analysis

Section A		
Question Number	**Answer**	**Max Mark**
1	**Give two ways in which the extract fits the genre of lifestyle magazines.** Candidates may discuss various features of the extract that fit the conventions of the lifestyle magazine genre, for example: • The front cover is dominated by an image of a person looking directly into the camera • Sense of direct address to the readers' lifestyles ('Get Party Fabulous') • Chatty editor's letter • Aspirational tone • Contents – 'fashion, homes, food, shopping, beauty' • Media language emphasises friendliness and accessibility • Hybridity: offering a mix of fashion, beauty, home and food magazines in one package. Candidates may cite other magazines they have studied that share these elements as a means of establishing that they are generic conventions, but these citations should be brief – answers should prioritise the use of textual evidence from the extract over description of other texts. Very strong answers might give a sense of understanding the genre as a whole. They might, for example discuss the use of neon pink as placing the magazine in the women's lifestyle magazine subgenre. **Level 1 (0-3 marks)** Shows minimal understanding of the task Shows minimal understanding of generic conventions Offers minimal textual evidence from the extract Minimal or inaccurate use of terminology **Level 2 (4-5 marks)** Shows basic understanding of the task Shows basic understanding of generic conventions Offers some textual evidence from the extract Limited use of terminology	**[10]**

Section A		
Question Number	**Answer**	**Max Mark**
	Level 3 (6-7 marks) Shows sound understanding of the task Shows sound understanding of appropriate generic conventions Offers sound textual evidence from the extract Some sound use of terminology **Level 4 (8-10 marks)** Shows clear understanding of the task Shows comprehensive understanding of appropriate generic conventions Offers a range of textual evidence from the extract Appropriate use of terminology	
2	**Give one example of each of the following and explain how it is used in the extract to create effect:** • **Layout** • **Typography** • **Language use** • **Use of images** Candidates should discuss one example of each of the bullet points, explaining how they create a specific effect. They may chose to discuss the same effect across the range of media language or pick different effects. They may, for example, discuss how each of bullet points creates a sense of warmth and informality. Thus: the busy front cover layout, the use of sans serif fonts on the front cover and contents pages, the direct linguistic address in 'Find out if your diet is as healthy as you think', the smiling subjects in the photographs, and the use of red in the house style. They may on the contrary, discuss contrasting elements of media language. For example: the spacious layout and more formal serif font of the editor's letter connoting, perhaps, a more authoritative style, compared to the more informal cluttered layout and neon pinks of the front cover. Marks will be allocated, whichever approach is chosen, for accurate identification of media language, using terminology as appropriate, and clear explanation of connotative effect.	**[20]**

Section A		
Question Number	**Answer**	**Max Mark**
	Level 1 (0-7 marks) Minimal range of examples (perhaps only one bullet point covered) Offers minimal textual evidence from the extract Minimal or inaccurate use of terminology Minimal or no understanding of connotative effect **Level 2 (8-11 marks)** Limited range of examples (perhaps only two bullet points covered) Offers some textual evidence from the extract Limited use of terminology Basic understanding of connotative effect **Level 3 (12-15 marks)** Range of examples Offers sound textual evidence from the extract Some sound use of terminology Some sound understanding of connotative effect **Level 4 (16-20 marks)** Comprehensive range of examples (covers all bullet points) Offers a range of textual evidence from the extract Appropriate use of terminology Competent understanding of connotative effect	
3	**Discuss how people are represented in the extract.** Candidates should recognise the stereotypical representation of femininity as a constant struggle to look good, entertain, keep a relationship, cook well and stay healthy. Other representation issues they might discuss include: • The exclusively white representation • The exclusion of older people or those with visible disabilities • The equation of physical attractiveness with young adulthood (e.g. 'whatever your age' equals 20s, 30s and 40s) • Heterosexuality is the assumed norm throughout • The extract celebrates a world of glamour, style, and celebrity, but also domesticity	**[20]**

Section A		
Question Number	**Answer**	**Max Mark**
	Level 1 (0-7 marks) Shows minimal understanding of the task Shows minimal understanding of representation issues Offers minimal textual evidence from the extract **Level 2 (8-11 marks)** Shows basic understanding of the task Shows basic understanding of representation issues Offers some textual evidence from the extract **Level 3 (12-15 marks)** Shows sound understanding of the task Shows sound understanding of appropriate representation issues Offers textual evidence from the extract that exemplifies these issues **Level 4 (16-20 marks)** Shows clear understanding of the task Shows comprehensive understanding of appropriate representation issues Offers a range of textual evidence from the extract that exemplifies these issues	
	Section A Total	**[50]**

Section B		
Question Number	**Answer**	**Max Mark**
4(a)	**Pick two TV or radio comedies you have studied. Discuss why they were scheduled:** • **On the channels that chose them** • **On the days and times they were transmitted** **Level 1 (0-3 marks)** Minimal or inaccurate use of terminology Shows minimal knowledge of TV or radio channels and scheduling Minimal or no understanding of how channels use scheduling to reach audiences **Level 2 (4-7 marks)** Limited use of terminology Shows basic knowledge of TV or radio channels and scheduling Basic understanding of how channels use scheduling to reach audiences **Level 3 (8-11 marks)** Some sound use of terminology Shows sound knowledge of TV or radio channels and scheduling Sound understanding of how channels use scheduling to reach audiences **Level 4 (12-15 marks)** Appropriate use of terminology Shows comprehensive knowledge of TV or radio channels and scheduling Clear understanding of how channels use scheduling to reach audiences Some understanding of how programmes reflect institutional contexts	**[15]**
4(b)	**Show how these two programmes offer their audiences different pleasures.** **Level 1 (0-3 marks)** Shows minimal knowledge of audience pleasures Minimal or no understanding of how programmes offer audience pleasures May describe texts	**[15]**

Section B		
Question Number	**Answer**	**Max Mark**
	Level 2 (4-7 marks) Shows basic knowledge of audience pleasures Basic understanding of how programmes offer audience pleasures Limited textual examples **Level 3 (8-11 marks)** Shows sound knowledge of audience pleasures Sound understanding of how programmes offer audience pleasures Some understanding of differences between programmes Some textual examples **Level 4 (12-15 marks)** Shows comprehensive knowledge of audience pleasures Clear understanding of how programmes offer audience pleasures Clear understanding of differences between programmes Appropriate exemplification	
	Section B Total	**[30]**
	Paper Total	**[80]**

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	Total
Section A	10	40	**50**
Section B	22	8	**30**
Totals	**32**	**48**	**80**